**Writing Assignment Title:** **How I Relate**

**Rationale**: Students will be regularly summarizing the class readings from *When You Reach Me* by Rebecca Stead through class discussion and regular completion of a Reading Summary Journal Entry. Their summarize will require personal reflection upon the relationships between characters in Stead’s novel and other sources as well as an introspective examination of their own relationships. This writing assignment will allow them to use their assembled resources and recently explored thoughts about relationships and display their new understanding in written form.

**Goals**: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts and other sources. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

**Standards** addressed:

* RL.6.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* W.6.1a – Introduce claim(s) and organize the reasons and evidence clearly.
* W.6.7 – Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**Brief** **Description**: Students will choose a prompt and a genre to complete a 1-2 page assignment.

Students will respond to **one (or more) of the following genres**:

* *Write a* ***poem*** *(it does NOT have to rhyme)*
* *Write an imaginary* ***letter*** *to someone you know (PLEASE use aliases.)or to your future self*
* *Write a* ***short story****. (based upon reality or fictional)*
* *Write an imaginary* ***interview*** *between two people that have a relationship.*

Students will **use one (or more) of the following prompts**:

* *Do we all need relationships? If yes, why? If no, why do we have them?*
* *If we have problems how do we deal with them in our relationships?*
* *Do we get to choose all of our relationships? If yes, what do we look for? If not, why not?*
* *Speculate in detail about a relationship from When You Reach Me or another approved source.*

**Timeline** for this assignment:

1. **Day 1- Brainstorming:** (outline, free-association, rough sketch, list, or otherwise begin compiling your thoughts) using one of the Writing Prompts and one of the Writing Genres.
2. **Day 2- Research**: We will devote tomorrow’s class to researching genres. I recommend that you study additional examples outside of class time.
3. **Day 3- Work in class (Carve!)**
4. **Day 4- Rough Draft Workshop/Conference**: A rough draft is due for in-class workshop and conference with me.
5. **Day 5**- **Work in class (Polish!)**
6. **Day 6-** your final draft is due. Hand written or typed. We will break into genre groups for share time (snacks and drinks!)

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| |  | | --- | | **Writing Assignment: Relationships and Relationshipwrecks**  Teacher Name: **Mr. Erich Rumback** | | | | |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Writing Process**  **(4 points possible)** | Student devotes exceptional time and/or effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful. | Student devotes sufficient time and/or effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done. | Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by. | Student devotes little time and effort to the writing process. Doesn't seem to care. |
| **Focus on Assigned Topic**  **(4 points possible)** | The entire story is related to the assigned topic and allows the reader to understand much more about the topic. | Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic. | Some of the story is related to the assigned topic, but a reader does not learn much about the topic. | No attempt has been made to relate the story to the assigned topic. |
| **Neatness**  **(4 points possible)** | The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it. | The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it. | The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry. | The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like. |
| **Spelling and Punctuation**  **(4 points possible)** | There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout. | There is one spelling or punctuation error in the final draft. | There are 2-3 spelling and punctuation errors in the final draft. | The final draft has more than 3 spelling and punctuation errors. |

Total Possible Points =16 (4 per category)

**Performance Task Title: Relationshipments **

**Rationale**: At the end of the unit, after reading Rebecca Stead’s novel *When You Reach Me* and other short works including Richard Connell’s *The Most Dangerous Game* and Poe’s *Tell-Tale-Heart*, watching videos clips from popular culture (Charlie Chaplin, Bevis & Butthead, and Family Guy’s Brian & Stewie), examining artistic images, and reading primary source letters from women in early Lawrence Kansas, students will be required to communicate about relationships. Students will research within their compiled **Reading Summary Journals** and **Relationship Analysis Documents** from the unit. Students will reflect upon their relationships with others and with themselves and the rewards and consequences surrounding personal interaction. Students will be given multiple prompt options as well as multiple genres for displaying mastery of the content and essential literacy skills.

**Goals**:

 Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

 Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

 Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

 Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

 Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**Standards** addressed:

* W.6.1a – Introduce claim(s) and organize the reasons and evidence clearly.
* W.6.7 – Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
* SL.6.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
* L.6.4c – Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**Brief** **Description**: Students will choose a **prompt** and a **genre** to complete a 3-4 page assignment **or** a 2 page assignment **with** multimedia accompaniment.

**Directions: Using your creative energy, please respond to one of the prompts from Box A and one of the genres from Box B. (You MAY NOT use both the same prompt and genre from your writing assignment, however you may use one or the other)**

***Box A: Writing Genres***

* *Write a poem (it does NOT have to rhyme)*
* *Write an essay describing the changes that took place in a relationship from one of our readings. (recorded an audio version and PowerPoint for presentation)*
* *Write a short story. (base upon reality or fiction but MUST be illustrated.)*
* *Create a Relationship Recipe. (ingredients and directions, create an instructional video)*
* *Write a song(find or produce accompanying music)*
* *Write a scripted scene (make a video too.)*
* *Write a news report or infomercial (radio, video, digital, or print)*
* *Write an Image Based Work (choose an image that represents relationships to you and write about it. PowerPoint presentation. )*
* *Write a scripted imaginary interview with two celebrities in a relationship. (find two people to act as each celebrity for a presentation.)*
* *Write a letter to or from your future self.*

***Box A: Writing Prompts***

* *What elements comprise a relationship?*
* *Do we all need relationships?*
* *Are all relationships in some way valuable?*
* *What makes one relationship more valuable than another?*
* *Is there such a thing as a perfect relationship?*
* *How do we deal with it if there are problems in our relationships?*
* *How do we know if a relationship is good or bad?*
* *Once begun, are all relationships eternal?*
* *Do we get to choose our relationships?*

This performance task has several small steps to satisfactory completion. Those steps are listed below:

1. **Brainstorming:** (outline, free-association, rough sketch, list, or otherwise begin compiling your thoughts) using one of the Writing Prompts from Box A and one of the Writing Genres from Box B. Brainstorming starts today on the back of this paper.
2. **Research**: We will devote the next two days of class to researching other works from the same genre. I recommend that you study additional examples outside of class time.
3. **Rough Draft Workshop/Conference**: In 5 days, a rough draft is due for in-class workshop and conference with me.
4. One week later **(10 school days from now) your final draft is due**. Hand written or typed, along with any accompanying material (music, video, or other)
5. **Presentation methods:** We will do an in-class gallery walk and share our work with each other and others from our school community! (videos, music, live performances, snacks and drinks!)

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| |  | | --- | | **Relationshipments Rubric**  Teacher Name: **Mr. Erich Rumback**  Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Grade**: /16** | | | | |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Writing Process**  **(4 points possible)** | Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful. | Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done. | Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by. | Student devotes little time and effort to the writing process. Doesn\'t seem to care. |
| **Focus on Assigned Topic**  **(4 points possible)** | The entire story is related to the assigned topic and allows the reader to understand much more about the topic. | Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic. | Some of the story is related to the assigned topic, but a reader does not learn much about the topic. | No attempt has been made to relate the story to the assigned topic. |
| **Neatness**  **(4 points possible)** | The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it. | The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it. | The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry. | The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn\'t care what it looked like. |
| **Spelling and Punctuation**  **(4 points possible)** | There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout. | There is one spelling or punctuation error in the final draft. | There are 2-3 spelling and punctuation errors in the final draft. | The final draft has more than 3 spelling and punctuation errors. |

**Reading Summary Journal Entry:**

**Book:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Chapter/Pages:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Summarize** the events covered: (What happened? Why? How does it affect any characters?) Cite evidence.

*How can you* ***relate*** *to what you described above? Has anything like this ever happened to you or anyone you know? If not,* ***imagine*** *what it would be like if it did and describe it below.*

***List*** *the relationships that are affected by what happened in today’s reading. How are they affected?*

**Relationship Analysis** Book Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Person A:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Person B:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Draw or use descriptive words) (Draw or use descriptive words)

In the Venn Diagram below, list separate attributes or motivations of Person A and Person B (left and right) and list attributes or motivations that they share (center).

*Person A:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_Person B:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*\_\_

**Summarize** the relationship between \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use this space to make **one prediction** about the relationship.

I predict…